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SERVICE PAPER

A FOLLOW UP STUDY OF GRADUATES IN HEALTH AND  
PHYSICAL EDUCATION FROM BOSTON UNIVERSITY

Submitted by

William H. Wilson

(B.S. in Education, Boston University, 1948)

In Partial Fulfillment of  
Requirements for the Degree of  
Master of Education

1948

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Physical Education

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## A C K N O W L E D G E M E N T

To Dr. John M. Harmon, Director of Athletics,  
Boston University, for his untiring effort in  
the guidance of this Service Paper, my sincere  
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## CHAPTER I

### INTRODUCTION

Purpose of the study: The purpose of this study is to determine the professional or occupational status of those men who graduated from Boston University with a major in health and physical education, during the period from nineteen hundred and thirty two to nineteen hundred and forty seven inclusive.

Since more and more states are requiring the health and physical education teachers to major in health and physical education, this study has for its purpose two specific objectives.

1. To determine to what extent the training received at Boston University School of Education has aided the graduates in their employment.

2. To suggest methods by which the undergraduate may better prepare himself for his future profession.

Justification of study: This investigation has been conducted to aid present and future students enrolled in the School of Education at Boston University. It is believed that the study will assist students in answering questions and solving problems which confront them.

Scope of study: This investigation was concerned with the collection and interpretation of data which would shed



light upon the following specific objectives:

1. To find percentage of graduates in health and physical education from Boston University who are still in the field of education.
2. To determine where the graduates of health and physical education from Boston University are located.
3. To determine how many of the graduates have gone ahead with their education and received masters and doctors degrees.
4. To find the other types of occupations which the graduates have entered since graduation.
5. To find out what subjects the graduates are teaching.
6. To determine what sports the graduates are coaching.
7. To investigate reasons for leaving field of health and physical education.
8. To find how graduates obtained the positions they are now holding.
9. To offer some suggestions which may help future students of Boston University in the field of health and physical education.
10. To find the salary range of men graduates of Boston University in their profession or occupation.

Review of previous literature: A careful survey of the research offered little in the way of objective data relative



to the problem at hand. As far as can be determined by this survey of research, those factors which are evaluated in this study have not been previously published.





## CHAPTER II

### RESEARCH PROCEDURES AND TECHNIQUES TO BE USED

The group studied: The group studied in the investigation were graduates who had majored in health and physical education at Boston University. Boston University started preparing students for the field of health and physical education in the year nineteen hundred and thirty two. This study includes the one hundred and forty five men graduates who answered the questionnaire. The questionnaire was sent to two hundred and six graduates who received their Bachelors Degree at Boston University.

Methods used in collecting data: The addresses of the graduates were obtained from the Boston Alumni Association, Boston University Placement Center, personal contacts of present students who knew former graduates, telephone directory and by sending questionnaires to addresses students left with the School of Education upon graduation. Because of the rather wide geographical distribution of the group studied, it was not possible to personally interview each graduate. It was necessary for the investigator to set up a questionnaire in order to contact the majority of the graduates.

After a survey of the records a questionnaire was constructed. This questionnaire was then presented to a seminar group



in health and physical education at Boston University for suggestions and corrections which would improve and clarify it. With the aid of the seminar group the questionnaire was made as brief as possible and yet contain adequate questions to obtain valuable information from the former graduates.

The questionnaire, along with a personal letter and a self addressed envelope, was mailed to each graduate. Three weeks after all questionnaires were mailed one hundred and twenty three were returned.

Follow-up post cards were mailed to eighty three graduates asking them to return the questionnaires. Twenty two more of the group returned the questionnaire in reply to the post card.

Thus, two hundred and six questionnaires were mailed to the graduates; one hundred and forty five were returned. The return percentage was 70.4%. Compared to other questionnaire follow up studies this represents a high percentage of return. The men graduates of Boston University who were included in the study exhibited an unusually high level of cooperation and promptness. This is an indication of the interest shown by former graduates and has contributed greatly to the success of this study.



### CHAPTER III

#### TREATMENT OF DATA

Geographical distribution: The geographic location of the former graduates may well play an important part in the plans of an undergraduate student in that various states have somewhat different certification requirements. The investigator found the addresses of many of the former graduates hard to obtain. Table I on page seven will show where one hundred and forty five graduates who majored in health and physical education are located. In order for the undergraduate to obtain the most suitable position he should be willing to travel to any location which would better fit him to his profession or occupation. One hundred and eighteen of the one hundred and forty five graduates are located in New England. This is 81.4% of the group studied. This would indicate that about eight out of every ten men who graduate will remain in New England. Fourteen are located in the eastern states outside of New England or 10.3% of group studied. Eight are located in the midwestern states, or 5.5% of the group studied. Two are located in the west, or 1.4%, and two are in the south, also 1.4%.





TABLE I  
GEOGRAPHICAL DISTRIBUTION  
OF THE ONE HUNDRED AND FORTY FIVE GRADUATES

---

<u>REGION</u>	<u>STATE</u>	<u>NUMBER OF GRADUATES</u>	<u>PERCENT</u>
New England	Connecticut	4	81.4%
	Maine	11	
	Massachusetts	96	
	New Hampshire	5	
	Rhode Island	<u>2</u>	
		118	
East	New Jersey	1	10.3%
	New York	9	
	Pennsylvania	3	
	Washington D.C.	<u>2</u>	
		15	
Midwest	Illinois	3	5.5%
	Indiana	1	
	Kansas	1	
	Ohio	1	
	Wisconsin	<u>2</u>	
		8	
West	California	1	1.4%
	Nevada	<u>1</u>	
		2	
South	Alabama	1	1.4%
	Florida	<u>1</u>	
		2	

---



Salaries: One of the most important topics which will be discussed in this paper is salaries of the one hundred and forty five men graduates from Boston University. Table II on this page shows the salary range and percentage for one hundred and thirty four graduates including all professions and occupations. The reason this table includes only one hundred and thirty four graduates is because two of the graduates did not specify their salary and nine of the graduates are full time students working on advanced degrees.

TABLE II  
SALARY RANGE FOR ONE HUNDRED AND THIRTY FOUR MEN GRADUATES  
INCLUDING ALL PROFESSIONS AND OCCUPATIONS

<u>SALARY RANGE</u>	<u>NUMBER OF GRADUATES</u>	<u>PERCENTAGE</u>
\$2,000 - 2,500	12	8.9%
2,500 - 3,000	33	24.6%
3,000 - 3,500	35	26.1%
3,500 - 4,000	20	14.9%
4,000 - 4,500	13	9.7%
Above \$4,500	21	15.8%



Table II on page eight shows that 65.6% of the one hundred and thirty four men receiving a salary fall in the \$2,500 to \$4,000 salary range. The salary scale of the graduates who are teaching will be shown in Table III on this page.

Table III on this page shows the salaries for men graduates who are teaching today. Ninety seven of the graduates are teaching and this table shows that 73.2% of the teachers fall in the range from \$2,500 to \$4,000, in comparison with Table II on page eight which shows that 65.6% of all graduates fall in this category.

TABLE III

## SALARIES FOR MEN GRADUATES WHO ARE TEACHING

---

<u>SALARY RANGE</u>	<u>NUMBER OF GRADUATES</u>	<u>PERCENTAGE</u>
\$2,000 - 2,500	11	11.3%
2,500 - 3,000	23	28.8%
3,000 - 3,500	30	30.9%
3,500 - 4,000	13	13.5%
4,000 - 4,500	9	11.4%
Above \$4,500	4	4.1%
Not stated	2	
	<hr/>	
Total	97	

---



Table III on page nine shows that 34.6% of the teachers fall within the \$2,500 to \$4,500 range. Eleven, or 11.3% of the teachers make \$2,000 to \$2,500. When comparing this to Table II on page eight, we find only 8.9% falling in this bracket. 4.1% of the teachers make over \$4,500.

In order to compare the salary range for teachers with that of men graduates in other professions and occupations, Table IV on this page was tabulated. This table will refer to thirty nine graduates who are in professions and occupations other than teaching.

TABLE IV  
SALARY RANGE AND PERCENTAGE OF MEN GRADUATES  
IN OTHER PROFESSIONS AND OCCUPATIONS

---

<u>SALARY RANGE</u>	<u>NUMBER OF GRADUATES</u>	<u>PERCENTAGE</u>
\$2,000 - 2,500	1	2.5%
2,500 - 3,000	5	12.8%
3,000 - 3,500	5	12.8%
3,500 - 4,000	8	20.5%
4,000 - 4,500	4	10.4%
Above \$4,500	16	41%
	—	
Total	39	

---





Only 46.1% of the thirty nine graduates fall in the \$2,500 to \$4,000 range as compared to 73.2% of the teachers who are within this range. 2.5% of the thirty nine graduates fall in the \$2,000 to \$2,500 range as compared to 11.3% by the teachers. 41% of the thirty nine in other professions and occupations, as compared to 4.1% of the teachers fall in the salary range above \$4,500.

Two of the graduates did not specify a salary when returning their questionnaire. Nine of the graduates are full time students, three of these hold "assistantships" at Boston University.

Positions: The positions held by the one hundred and forty five graduates, Table V page twelve, show that some graduates have entered occupations and professions which are closely related to their college background, while others have strayed from the field of health and physical education entirely.

An analysis of Table V on page twelve shows that ninety seven of the one hundred and forty five graduates are teaching, a percentage of 66.9 of the total group studied. When the nine full time students are taken into consideration this leaves ninety seven out of one hundred and thirty six who are teaching, or 71.3% of the working graduates who are in the field of education.



Eighteen of the thirty nine graduates who are in other professions and occupations have positions which are closely associated with their college major. Twenty one of the graduates have positions which show very little or no correlation with their college major.

TABLE V

## POSITIONS HELD BY ONE HUNDRED AND FORTY FIVE GRADUATES

-----	
Teaching - - - - -	97
Full time students - - - - -	9
Young Men's Christian Association - - - - -	7
Textile Inspector - - - - -	1
Professional athlete - - - - -	1
Young Men's Hebrew Association - - - - -	1
Police officer - - - - -	1
United States Navy officers - - - - -	2
Massachusetts Department of Education - - - - -	1
American Red Cross - - - - -	3
Salesmen - - - - -	2
American Camping Association - - - - -	1
Psychologist - - - - -	1
Physical medicine - - - - -	1
Personnel manager of milk business - - - - -	1
Construction business - - - - -	2
Supervisor of mail order house - - - - -	1
Foreman of Abrasives Company - - - - -	1
General Manager and Treasurer of Manufacturing Co. - - - - -	1
Machinist - - - - -	1
Insurance Agent - - - - -	1
District Manager of furniture business - - - - -	1
Clerk in fruit and vegetable business - - - - -	1
Factory Manager - - - - -	1
Federal Bureau of Investigation - - - - -	1
Physiotherapy - - - - -	1
Executive Director of Youth Center - - - - -	1
Production Manager - - - - -	1
Executive in barrel business - - - - -	1
Title examiner in real estate business - - - - -	1
-----	
Total	145
-----	



Graduates who are studying for advanced degrees: Next taken into consideration are the number of graduates who are studying for advanced degrees and those who are not. The graduates may be classified into three categories: Teaching, in which there are ninety seven, full time students in which nine of the former graduates fall, and other professions and occupations in which thirty nine of the graduates are located. Table VI on page below shows the tabulation of the graduates and whether or not they are working for an advanced degree.

TABLE VI

NUMBER OF GRADUATES WHO ARE STUDYING FOR ADVANCED DEGREES AND  
NUMBER WHO ARE NOT STUDYING FOR ADVANCED DEGREES

	<u>NUMBER</u>	<u>PERCENTAGE</u>
Working toward an advanced degree	79	54.5%
Not working toward an advanced degree	66	45.5%
B.S. in Education working for an advanced degree	67	62%
B.S. in Education not working for an advanced degree	41	38%
Education Master working for an advanced degree	12	33 1/3%
Education Master not working for an advanced degree	24	66 2/3%
Holding Doctor of Education degree	1	
Graduates not teaching - working for an advanced degree	13	33 1/3%
Graduates not teaching - not working for an advanced degree	26	66 2/3%





Table VI on page thirteen shows that seventy nine out of one hundred and forty five graduates are working for an advanced degree, a percentage of 54.5%. There is a total of one hundred and eight graduates who now hold only a Bachelor of Science degree in education. Sixty seven of these graduates are working for an advanced degree, or a percentage of 62%. Thirty six of the former graduates now hold Education Masters degrees and twelve of these graduates are working for an advanced degree, a percentage of 33 1/3%. Only one graduate has obtained his Doctors degree out of the one hundred and forty five graduates who returned the questionnaire.

Of the thirty nine graduates who are in other professions and occupations, thirteen, or 33 1/3% of them are working for an advanced degree. Table VI on page thirteen shows that better than one half of the graduates who returned their questionnaire are working for an advanced degree. The undergraduate should take this into consideration when he is trying to make up his mind whether or not to get his Masters degree.

Factors contributing to change in profession or occupation:

A significant question asked by the questionnaire is "what are some of the reasons why the former graduates left the field of education." Table VII on page fifteen shows those factors which were contributory to graduates leaving physical education to enter other professions and occupations.



TABLE VII

## REASONS WHY GRADUATES ENTERED OTHER PROFESSIONS AND OCCUPATIONS

---

<u>REASONS</u>	<u>NUMBER OF GRADUATES</u>	<u>PERCENTAGE</u>
Pay scale too low	17	43.6%
Opportunity to advance not great enough	11	28.2%
No reason stated	4	10.4%
United States Navy	2	5.3%
Not on equal plane with other fields of education	1	2.5%
Position not open when discharged	1	2.5%
Physical Education only small part of work in Young Men's Christian Association	1	2.5%
Camping is considered important part of Physical Education	1	2.5%
Professional athlete	1	2.5%
	<hr/>	
Total	39	

---

An analysis of the above table shows that seventeen of the thirty nine graduates, or 43.6%, in other professions and occupations left the field of health and physical education because the pay scale was too low. Eleven, or 28.2% of the graduates are in other fields because the opportunity to advance was not great enough. The other eleven graduates, or 28.2%, left the field for the various reasons stated in Table VII above.



Some of the most frequent and typical replies concerning reasons for leaving health and physical education for other professions or occupations are outlined below:

Health and physical education not on equal plane with other fields of education. Lack of facilities and equipment. Not accepted as intellectual equal with faculties in schools.

Pay too small, hours too long, majority of vacancies exist in small school systems that are in Maine, New Hampshire and Vermont. Civil service benefits are greater to a veteran so why bother to travel to the various cities and towns to reach a level of \$3,500 to \$4,000.

Low compensation - felt that if I applied myself my efforts would be better rewarded in business.

I found in service that I got along fairly well in personnel work. Many men in the business field today find that a physical education background is excellent.

Could not get a job.

After four and one half years in the air force I felt like having a home and using it.

Opportunity for professional advancement. However, my physical education background is a real asset. Part of my present work is in the field of health and physical education.

Have been in recreation and social work since nineteen hundred and forty two. More job opportunities, more satisfaction.

Poor salary, too much direction by untrained supervisors and too little chance for rapid promotion based upon ability.



Subjects taught by teachers: Table VIII below indicates the range of subjects which graduates, who are now teaching, were required to teach. This may be somewhat significant in so far as providing information for the present undergraduate as to what he may be asked to teach. The ninety seven teachers, when marking the questionnaires regarding the question of subject being taught, pointed out that thirty three subjects were being taught.

TABLE VIII  
SUBJECTS TAUGHT BY NINETY SEVEN TEACHERS

Physical Education	55	Kinesiology	2
Health	22	Literature	1
Science	17	Physiology	1
Mathematics	9	Shorthand	1
Biology	7	Guidance	1
Civics	6	Chemistry	1
Hygiene	5	Aeronautics	1
Social Studies	5	Business	1
United States History	5	Algebra	1
Geography	2	Geometry	1
World History	2	Problems in Democracy	1
Ancient History	2	Economics	1
First Aid	2	Music	1
English	2	Safety	1





Physical education ranks highest in that fifty five of the ninety seven teachers are teaching this subject. The subjects which follow physical education in order of number teaching are health, science, mathematics and social studies respectively.

Table VIII on page seventeen indicates that the student should utilize every opportunity to broaden his background of general education.

The titles of the positions that the ninety seven teachers now hold indicates the lack of uniformity of teachers' titles in the various localities. Many of the titles have the same meaning but in different localities various titles are given to the same type of position. These titles are shown in Table IX below.

TABLE IX  
TITLES OF POSITIONS TEACHERS HOLD

-----	
<u>TITLE</u>	<u>NUMBER</u>
Director of physical education	17
Biology and health teacher	1
Junior High School teacher	1
History teacher	1
Teacher-coach	14
Teacher	16

(continued--page 19)



TABLE IX - CONTINUED

---

<u>TITLE</u>	<u>NUMBER</u>
Assistant physical education director	1
Physical education instructor	17
Elementary teacher	1
Supervisor of health and physical education in elementary and junior high school	2
Assistant supervisor, physical education	1
Director of athletics	6
Junior master, physical education instructor	1
Head social studies, director of physical education	2
Principal and faculty manager	1
Principal elementary school	1
Director of student activities and physical education	1
Head of social studies department	1
Health instructor and coach, recreation supervisor	1
Track coach	1
Assistant to athletic director	1
Swimming coach	1
Head football coach	1
Director of guidance, science instructor	1
Science teacher	1

(continued--page 20)



TABLE IX - CONTINUED

---

<u>TITLE</u>	<u>NUMBER</u>
Superintendent of schools	1
Recreation director	1
Supervisor of physical education	2
Director of industrial arts	1

---

The investigator feels that possibly some attempt should be made to standardize the titles of the positions which include the same duties.

Table X below reveals the sports which teachers have to coach. Because of the wide variety of different sports being coached, the majors in health and physical education should take part in as many sports as possible in order to get a working relationship with each sport.

TABLE X

## SPORTS WHICH THE TEACHERS ARE COACHING

---

<u>SPORT</u>	<u>NUMBER</u>	<u>SPORT</u>	<u>NUMBER</u>
Basketball	50	Swimming	5
Baseball	46	Intramurals	5
Football	39	Golf	3
Track	19	Wrestling	3
Hockey	8	Boxing	1
Tennis	6	Skiing	1
		Sailing	1

---



As would be expected, the four major sports, basketball, baseball, football and track are coached more than any of the other sports. More time should be spent in teaching the undergraduates different methods of coaching these sports.

Twenty teachers are in other fields of education, such as: Principals, superintendents, academic teachers, etc. The number of sports coached by seventy seven teachers are as follows: Seven of the teachers have only one sport to coach, thirty four of the men coach two sports, twenty nine coach three sports, five coach four sports, and two teach five sports. This material indicates that a large majority of the coaches have to coach two and three sports. The undergraduate should take this into consideration when he is attending school and take an active part in as many sports as possible. Even if the student has to be a "bench warmer" he will pick up many of the fundamentals and rules of the different sports which will help him when he starts his coaching career.

Teaching load: The number of subjects which teachers have to teach, or the teaching load is as follows: Forty five teachers have only one subject to teach. Twenty five have two subjects, six teach three subjects, six teach four subjects and three teachers have five different subjects to instruct. This totals eighty five because twelve of the graduates in teaching are in supervisory work or are just coaching.





Method of securing a position: One of the more pertinent questions in the minds of many undergraduates is concerned with the procedure in getting a job. Just before graduating the student must determine how, when and where he is going to obtain a position. As indicated by this study, the majority of the former graduates obtained the positions they now hold in a combination of the following ways: Sixty three by interviews, forty four by personal contact, nineteen were aided by Boston University Placement Center, eighteen by letters, seventeen by other teachers agencies, and twenty three used other methods in obtaining positions. The new graduates should use as many of these different methods as convenient in order to assist himself in finding a suitable position. Some of the ways of obtaining a position are as follows: Contacting numerous teachers agencies; writing letters; making as many contacts while in school as possible.

The graduate will have a better selection of positions if he makes applications to every school in which there is an opening. This study indicates that personal interviews are valuable to the graduate because it gives him confidence as well as a more definite knowledge of what is required by the different schools. A complete data sheet should be outlined by the student to show all of his hobbies, activities, training and past experiences.



## CHAPTER IV

### SUMMARY AND CONCLUSIONS

Summary: The purpose of this study was to determine the professional or occupational status of those men who graduated from Boston University with a major in health and physical education during the period from nineteen hundred and thirty two to nineteen hundred and forty seven inclusive.

Two specific objectives of this study were:

1. To determine to what extent the training received at Boston University School of Education has aided the graduates in their employment.

2. To suggest methods by which the undergraduates may better prepare themselves for future professions.

Some of the other objectives which this investigation has tried to shed light upon are as follows: Percentage of graduates in health and physical education from Boston University who are still in the field of education, geographical location of graduates, number of graduates working for advanced degrees, reasons for graduates leaving field of education, how graduates obtained positions they now hold, and the salary range of graduates who majored in health and physical education.

The investigator hopes that this study will aid present and future students of Boston University in solving problems



which will confront them.

Conclusions: Ninety seven out of one hundred thirty six returns are still in the field of education. Nine of the returns are full time students who are working for an advanced degree. This gives a percentage of 71.3 of the graduates still in the field of education.

Eighty two per cent of the graduates who returned the questionnaire are located in New England. Eight out of each ten graduates will probably stay in the New England states. All of the present students should obtain the requirements for teaching certificates in other states.

Seventy nine out of the one hundred and forty five graduates who answered the questionnaire are studying for an advanced degree. This represents 54.9% of the one hundred and forty five. As a result of this study it is believed that at least 50% of the present day graduates contemplate obtaining advanced degrees.



Thirty nine of the one hundred and forty five graduates have dropped out of the field of health and physical education for various reasons. This represents 26.9% of the returns. According to this report, at least 25% - or one quarter of the future graduates - will drop out of health and physical education; therefore, the undergraduate should have two strong minors to fall back on if and when this occurs.

The related minors which a great many of the teachers use are science, mathematics, biology, civics, hygiene, social studies and history - in that order. The undergraduate can see by looking at Table VIII on page seventeen that many subjects are being taught by the teachers. The undergraduate should take this into consideration and take as many different elective fields as possible. The more subjects an individual prepares to teach the better chance he has of filling the requirements of a job.

There should be more practical work in the coaching of sports. The sports most coached by the teachers are basketball, baseball, football, track and hockey. These sports should have a more important part in the curriculum of health and physical education at Boston University.

The investigator feels that possibly some attempt should be made to standardize the titles of the positions which include the same duties.





The following suggestions are offered to better enable the undergraduate to prepare himself for a degree.

Make every effort to obtain practical and creative work in undergraduate study by thorough preparation in all sports.

When elective studies are offered the undergraduate should choose a wide variety of subjects and not confine himself to one field of study. He should select a strong minor in relation to his major and required minor, because the majority of teachers are expected to teach at least two subjects and coach two sports.

Practice teaching is of major importance to the student, therefore, every effort should be made to obtain more than the required amount in a good school system.

The student should make every effort to obtain good marks in all of his subjects.

Results of the study indicate that a high percentage of the graduates from Boston University who majored in health and physical education are staying with their chosen profession.

Some suggestions which might be beneficial to the graduate in obtaining a position are as follows:

It would seem advisable, when preparing to look for a position, to contact a number of teachers' agencies. The more positions - in which the candidate really fits - that are contacted, the better chance he will have in selecting one which will satisfy him. It is advisable not to overlook any



opportunities.

Registration at Boston University Placement Center will offer still another source of possible employment. The data indicates that the Boston University Placement Center could play a more important part in the placing of the graduates. Replies from the graduates show little relationship between the graduate and the University Placement Bureau in securing a position. This condition may well be improved through increased cooperation between the student and the Bureau.

Make applications to every school in which there is an opening and, if possible, secure a personal interview with the superintendent of the school. If the position does not satisfy the individual he will at least have had the experience of the interview. The more personal contacts the graduate can make the more confidence he will have.

It is recommended that a graduate have a program planned when appearing for an interview. All necessary credentials and information which will aid the employer in selecting a candidate should be included in the applicant's data. A broad background will insure flexibility to meet the requirements for different situations which may arise in different locations.

The individual should have a definite type of position in mind. He should not be an individual who says that he can teach any and all subjects in order to secure a position.



Boston University graduates who are teaching should be contacted and asked to write to the University concerning openings which appear in their school systems.

The graduates in health and physical education should have a separate file of their own. While trying to find the names and addresses of the graduates since nineteen hundred and thirty two the investigator had to inquire into four different sources. It is suggested that the names and addresses of the graduates be collected and placed in files in the office of one of the professors of health and physical education.

The returns indicated that the salary range for teachers was lower than the salary range for men in other professions or occupations. Seventeen of the thirty nine graduates who are in other professions left the field because of low salaries. In other words, 43.6% of the NON TEACHING PROFESSIONS left school teaching because of low pay. Table III page nine indicates the present salary range of teachers in the field of education.

The data reported in this study and the conclusions which they may imply indicate the need for some additional study on this problem by other schools which offer a curriculum in health and physical education.



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## APPENDIX



## APPENDIX A

COPY OF QUESTIONNAIRE SENT TO TWO HUNDRED AND SIX GRADUATES

Follow up Study of Graduates in Health and Physical Education  
from Boston University

Name \_\_\_\_\_

Home Address \_\_\_\_\_

Title of Position Now Held \_\_\_\_\_

Name of Occupation you are now in \_\_\_\_\_

Address of occupation you are now in \_\_\_\_\_

Degrees now held \_\_\_\_\_

Are you working toward an advanced degree? Yes \_\_\_\_\_ No \_\_\_\_\_

Do you intend to stay in the field of work you are now in?

Yes \_\_\_\_\_ No \_\_\_\_\_

If you are teaching, what subjects are you teaching? \_\_\_\_\_

What sports are you coaching? Football \_\_\_\_\_; Basketball \_\_\_\_\_;  
 Baseball \_\_\_\_\_; Hockey \_\_\_\_\_; Track \_\_\_\_\_; Golf \_\_\_\_\_; Name others: \_\_\_\_\_

If you are not in the field of health and physical education  
 give reasons for leaving field: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How did you obtain position you now hold? Interview \_\_\_\_\_;

Letter \_\_\_\_\_; Contacts \_\_\_\_\_; Boston University Agency \_\_\_\_\_;

Other Agency \_\_\_\_\_; Name other way: \_\_\_\_\_

Any suggestions to help present students? \_\_\_\_\_

Present Salary:

\$1,500 - 2,000 \_\_\_\_\_ \$3,000 - 3,500 \_\_\_\_\_

2,000 - 2,500 \_\_\_\_\_ 3,500 - 4,000 \_\_\_\_\_

2,500 - 3,000 \_\_\_\_\_ 4,000 - 4,500 \_\_\_\_\_

Above \$4,500 \_\_\_\_\_



## APPENDIX B

## COPY OF LETTER SENT TO GRADUATES

182 Babcock Street  
Quincy, Massachusetts  
Date

Dear Graduate:

I am doing a follow up study of graduates in health and physical education from Boston University in partial fulfillment of my requirements for the degree of Master of Education.

Will you please complete the attached questionnaire and return it to me as soon as possible? You may write on the back of the questionnaire if more space is needed.

No signature is necessary on the enclosed questionnaire, and no names will be brought into the study. A stamped, self addressed envelope is enclosed for your convenience.

Your cooperation in this study would be very helpful to us in our efforts to help you and to serve the new generations of teacher-coaches.

Gratefully yours,

William H. Wilson

WHW:R





## APPENDIX C

## COPY OF POST CARD SENT TO GRADUATES

Date

Dear Graduate:

Some time ago I sent you a questionnaire to be filled out for me. As yet, I have not received your reply.

I am very anxious to compile the information asked for and, therefore, should appreciate it greatly if you would be willing to fill out the form and return it to me as soon as possible. Thank you.

William H. Wilson

WHW:R







BOSTON UNIVERSITY



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in health and physical education.



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